



Lesson Plan for Colors • <b>Colores</b> - Yellow • <b>Amarillo</b> (week 17)	Date: December 16-20, 2019
Objective: Children will learn about the color yellow.	Parents as Partners: Send home Parents as Partners Card 17.
English Vocabulary: <i>color, yellow, banana, ducklings, sun, chicks, lemonade</i>	<b>Spanish Vocabulary:</b> <i>color, amarillo, plátano, limón, patitos, sol, pollitos, limonada</i>

American Sign Language (ASL): *color, yellow, banana, ducklings, sun, chicks, lemonade*

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Starting the Day</b>	<ul style="list-style-type: none"> <li>• Greet every child by name and introduce the theme. Tell children that this week we will be learning about the color yellow.</li> <li>• UNITE: Sing "The Color Song" • "La canción de los colores" (Frog Street Sing-Along Songs CD).</li> <li>• CALM: Give each child two yellow plates to use as butterfly wings.</li> <li>• CONNECT: Name the children who are absent and send them well wishes.</li> <li>• BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other.</li> <li>• Calendar/Weather</li> </ul>	<ul style="list-style-type: none"> <li>• UNITE: Sing "Mr. Sun" • "Señor Sol" (Frog street Sing-Along Songs CD).</li> <li>• CALM: Give each child two yellow plates to use as butterfly wings. Continue flying inhaling and exhaling.</li> <li>• CONNECT: Use Max (dress Max in yellow) to welcome back children who have been absent.</li> <li>• BUILD COMMUNITY: Pass around the Safekeeper Box and invite each child to put his or her photo inside. Focus on using kind words.</li> <li>• Calendar/Weather</li> </ul>	<ul style="list-style-type: none"> <li>• UNITE: Sing "Mr. Sun" • "Señor Sol" (Frog street Sing-Along Songs CD).</li> <li>• CALM: Give each child two yellow plates to use as butterfly wings. Continue flying inhaling and exhaling.</li> <li>• CONNECT: Name the children that are absent and send them well wishes.</li> <li>• BUILD COMMUNITY: Focus on using kind words. Give examples of kind words.</li> </ul>	<ul style="list-style-type: none"> <li>• Greet every child by name and introduce the theme. Tell children that this week we will be learning about the color yellow.</li> <li>• UNITE: Sing "The Color Song" • "La canción de los colores" (Frog Street Sing-Along Songs CD).</li> <li>• CALM: Give each child two yellow plates to use as butterfly wings.</li> <li>• CONNECT: Name the children who are absent and send them well wishes.</li> <li>• BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other.</li> </ul>	<ul style="list-style-type: none"> <li>• UNITE: Sing "Mr. Sun" • "Señor Sol" (Frog street Sing-Along Songs CD).</li> <li>• CALM: Give each child two yellow plates to use as butterfly wings. Continue flying inhaling and exhaling.</li> <li>• CONNECT: Use Max (dress Max in yellow) to welcome back children who have been absent.</li> <li>• BUILD COMMUNITY: Pass around the Safekeeper Box and invite each child to put his or her photo inside. Focus on using kind words.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• Read <i>I Like Yellow</i> • <i>Me gusta el amarillo</i></li> <li>Ask children if they like the color yellow.</li> <li>After reading the story discuss the yellow objects and ask children which ones they have seen.</li> </ul>	<ul style="list-style-type: none"> <li>• Story folder Kate the Chameleon • Catalina la camaleona</li> <li>Talk with children about that concept of camouflage.</li> </ul>	<ul style="list-style-type: none"> <li>• Yellow Chicks • Los pollitos amarillos</li> <li>Act out the rhyme following the action directions.</li> <li>• Teach the ASL sign for <i>chicks</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Read <i>I Like Yellow</i> • <i>Me gusta el amarillo</i></li> <li>Ask children if they like the color yellow.</li> <li>After reading the story discuss the yellow objects and ask children which ones they have seen.</li> </ul>	<ul style="list-style-type: none"> <li>• Story folder Kate the Chameleon • Catalina la camaleona</li> <li>Talk with children about that concept of camouflage.</li> </ul>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• Photo Activity Card 31 (yellow) • (amarillo) Use the suggestions on the back to practice vocabulary and stimulate discussion.</li> <li>• Teach the ASL signs for <i>yellow, color</i></li> <li>• <i>Make sure the child understands the vocabulary associated with colors.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Yellow Duck Match Place the yellow ducks with shapes drawn on the bottom (p 44) in the water table and invite children to try to find two ducks with matching symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• Fall Leaves Discuss the color of fall leaves.</li> <li>• Review the ASL signs for <i>color</i>.</li> <li>• Color Books Invite children to create the first page in the Color Book (p 42).</li> </ul>	<ul style="list-style-type: none"> <li>• Photo Activity Card 31 (yellow) • (amarillo) Use the suggestions on the back to practice vocabulary and stimulate discussion.</li> <li>• Teach the ASL signs for <i>yellow, color</i></li> <li>• <i>Make sure the child understands the vocabulary associated with colors.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Yellow Duck Match Place the yellow ducks with shapes drawn on the bottom (p 44) in the water table and invite children to try to find two ducks with matching symbols.</li> </ul>
<b>Social Emotional Development</b>	<ul style="list-style-type: none"> <li>• Lemonade • Limonada Help children make lemonade. Discuss the color of the lemons inside and outside.</li> <li>• Teach the ASL signs for <i>lemon, lemonade</i></li> <li>• Sing "Clean-Up Time" • "La hora de limpiar". Make clean up part of your daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Color Scopes Encourage children to look through yellow Color Scopes (p 42) to see how the color yellow changes their view.</li> <li>• Sing "Clean-Up Time" • "La hora de limpiar". Make clean up part of your daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Banana Milk Shake • Malteada de plátano Make and serve banana milk shakes.</li> <li>• Teach the ASL sig for <i>banana</i>.</li> <li>• Sing "Clean-Up Time" • "La hora de limpiar". Make clean up part of your daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Lemonade • Limonada Help children make lemonade. Discuss the color of the lemons inside and outside.</li> <li>• Teach the ASL signs for <i>lemon, lemonade</i></li> <li>• Sing "Clean-Up Time" • "La hora de limpiar". Make clean up part of your daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Color Scopes Encourage children to look through yellow Color Scopes (p 42) to see how the color yellow changes their view.</li> <li>• Sing "Clean-Up Time" • "La hora de limpiar". Make clean up part of your daily routine.</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Yellow Play Dough Prepare yellow play dough by combining all ingredients together in a mixing bowl.</li> </ul>	<ul style="list-style-type: none"> <li>• Dance Yellow Invite children to dance to classical music using yellow streamers.</li> </ul>	<ul style="list-style-type: none"> <li>• Walk a Yellow Line Use yellow tape to make a zigzag line on the floor. Challenge children to walk the line with a yellow beanbag ion the head.</li> </ul>	<ul style="list-style-type: none"> <li>• Yellow Play Dough Prepare yellow play dough by combining all ingredients together in a mixing bowl.</li> </ul>	<ul style="list-style-type: none"> <li>• Dance Yellow Invite children to dance to classical music using yellow streamers.</li> </ul>
<b>Outdoor Play</b>	<ul style="list-style-type: none"> <li>• Yellow Treasure Bury small yellow objects in the sandbox. Challenge children to find the yellow treasure.</li> </ul>	<ul style="list-style-type: none"> <li>• Yellow Search Take a walk in search of yellow things.</li> </ul>	<ul style="list-style-type: none"> <li>• Yellow Shadows Using yellow cellophane encourage children to make yellow shadows.</li> </ul>	<ul style="list-style-type: none"> <li>• Yellow Treasure Bury small yellow objects in the sandbox. Challenge children to find the yellow treasure.</li> </ul>	<ul style="list-style-type: none"> <li>• Yellow Search Take a walk in search of yellow things.</li> </ul>
<b>Music and Movement</b>	<ul style="list-style-type: none"> <li>• Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street Sing "The Color Song" • "La canción de los colores".</li> </ul>	<ul style="list-style-type: none"> <li>• Frog Street Action Songs- Canciones de acción de Frog Street "Mouret-Rondeau (Classical Guitar)" •</li> </ul>	<ul style="list-style-type: none"> <li>• Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street Sing "The Color Song" • "La canción de los colores".</li> </ul>	<ul style="list-style-type: none"> <li>• Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street Sing "The Color Song" • "La canción de los colores".</li> </ul>	<ul style="list-style-type: none"> <li>• Frog Street Action Songs- Canciones de acción de Frog Street "Mouret-Rondeau (Classical Guitar)" •</li> </ul>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Learning Centers</b>	<ul style="list-style-type: none"> <li>• Fine Motor Color Puzzles Yellow (Patterns CD)</li> </ul>	<ul style="list-style-type: none"> <li>•Sensory Table Invite children to feel yellow fabrics of various textures. Discuss the color and the texture.</li> </ul>	<ul style="list-style-type: none"> <li>•Science Using magnifying glasses examine the corn on the cob (in husk). Explain that corn grows on tall stalks.</li> </ul>	<ul style="list-style-type: none"> <li>• Fine Motor Color Puzzles Yellow (Patterns CD)</li> </ul>	<ul style="list-style-type: none"> <li>•Sensory Table Invite children to feel yellow fabrics of various textures. Discuss the color and the texture.</li> </ul>
<b>Learning Goals</b>	<ul style="list-style-type: none"> <li>• Engages in positive relationships and interactions with adults (B.1.d.)</li> <li>• Develops increasing ability to identify own emotional responses and those of others (B.2.g.)</li> <li>• Applies knowledge to new situations (D.2.c.)</li> <li>• Develops an understanding that symbols/pictures can be “read” by others (C.3.g.)</li> <li>• Shows interest in songs, rhymes, and stories (C.3.a.)</li> <li>• Begins to develop personal relationships with peers (B.4.d.)</li> <li>• Begins to learn and internalize rules, routines, and directions (B.3.e.)</li> </ul>	<ul style="list-style-type: none"> <li>Develops an attitude of themselves as “explorers”—competent, confident learners who ask questions and make discoveries (D.1.e.)</li> <li>• Develops increasing ability to change positions and move body from place to place (A.2.b.)</li> <li>• Coordinates eye and hand movements (A.3.c.)</li> <li>• Begins to demonstrate healthy and safe habits (A.1.h.)</li> </ul>	<ul style="list-style-type: none"> <li>• Develops language skills in structured language contexts, such as through books, finger plays, singing, storytelling, and reenacting (C.2.d.)</li> <li>• Shows interest in songs, rhymes, and stories (C.3.a.)</li> <li>• Makes things happen and watches for results and repeats actions (D.1.d.)</li> <li>• Shows ability to cope with stress (B.3.a.)</li> <li>• Develops capacity to predict routines and regular events that make up the day or the session (B.3.b.)</li> </ul>	<ul style="list-style-type: none"> <li>• Engages in positive relationships and interactions with adults (B.1.d.)</li> <li>• Develops increasing ability to identify own emotional responses and those of others (B.2.g.)</li> <li>• Applies knowledge to new situations (D.2.c.)</li> <li>• Develops an understanding that symbols/pictures can be “read” by others (C.3.g.)</li> <li>• Shows interest in songs, rhymes, and stories (C.3.a.)</li> <li>• Begins to develop personal relationships with peers (B.4.d.)</li> <li>• Begins to learn and internalize rules, routines, and directions (B.3.e.)</li> </ul>	<ul style="list-style-type: none"> <li>Develops an attitude of themselves as “explorers”—competent, confident learners who ask questions and make discoveries (D.1.e.)</li> <li>• Develops increasing ability to change positions and move body from place to place (A.2.b.)</li> <li>• Coordinates eye and hand movements (A.3.c.)</li> <li>• Begins to demonstrate healthy and safe habits (A.1.h.)</li> </ul>



Lesson Plan for Colors • <b>Colores</b> - Red and Orange • <b>rojo y naranja</b> (week 18)	Date: December 23-27, 2019
Objective: Children will learn about the colors red and orange.	Parents as Partners: Send home Parents as Partners Card 18.
English Vocabulary: <i>red, apple, strawberry, wagon, oranges, orange</i>	Spanish Vocabulary: <i>rojo, manzana, fresa, carretilla, naranjas, naranja</i>

American Sign Language (ASL): *red, apple, strawberry, wagon, oranges, orange*

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Starting the Day</b>	<ul style="list-style-type: none"> <li>Greet every child by name and introduce the theme. Tell children that this week we will be learning about the colors red and orange.</li> <li>UNITE: Sing "The Color Song" • "La canción de los colores" (<i>Frog Street Sing-Along Songs CD</i>).</li> <li>CALM: Demonstrate the calming strategy the Balloon • El globo.</li> <li>CONNECT: Name the children who are absent and send them well wishes.</li> <li>BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other.</li> </ul>	H	H	<ul style="list-style-type: none"> <li>UNITE: Sing "The Color Song" • "La canción de los colores" (<i>Frog Street Sing-Along Songs CD</i>).</li> <li>CALM: Invite children to pretend they are holding big red balloons as they perform this calming strategy.</li> <li>CONNECT: Give each child a red construction-paper heart and have them exchange hearts.</li> <li>BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. Ask toddlers to make a commitment to use kind words.</li> </ul>	<ul style="list-style-type: none"> <li>UNITE: Sing "I'm a Little Red Dump Truck" • "Soy un camioncito rojo" (<i>Frog street Sing-Along Songs CD</i>).</li> <li>CALM: Invite children to pretend they are holding big red balloons as they perform this calming strategy.</li> <li>CONNECT: Name the children that are absent and send them well wishes.</li> <li>BUILD COMMUNITY: Focus on using kind words. Give examples of kind words.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>Read I Like Red • Me gusta el rojo.</li> <li>Ask children if they like the color red</li> <li>After reading the story discuss the red objects and ask children which ones they have seen.</li> </ul>	O	O	<ul style="list-style-type: none"> <li>Story folder Kate the Chameleon • Catalina la camaleona</li> <li>Talk with children about that concept of camouflage.</li> <li>Remind children that something is camouflaged when it is looks hidden because it blends in with the background.</li> </ul>	<ul style="list-style-type: none"> <li>Read I Like Red • Me gusta el rojo.</li> <li>Display as many concrete examples of red objects as possible.</li> </ul>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• Photo Activity Cards 32 (red • rojo) and 33 (orange • naranja) Use the suggestions on the back to practice vocabulary and stimulate discussion.</li> <li>• Teach the ASL signs for red, orange.</li> <li>• Make sure the child understands the vocabulary associated with colors.</li> </ul>	L	L	<ul style="list-style-type: none"> <li>•Little Red Apple Display an apple and discuss the color of apples and describe where apples grow.</li> <li>Teach the ASL sign for apple.</li> </ul>	<ul style="list-style-type: none"> <li>• Fall Leaves Discuss the color of fall leaves.</li> <li>•Review the ASL signs for color.</li> <li>•Color Books Invite children to add to the Color Book (p 42).</li> </ul>
<b>Social Emotional Development</b>	<ul style="list-style-type: none"> <li>•Roses Are Red • Las rosas son rojas Review this poem by saying it to children one at a time.</li> <li>• Sing "Clean-Up Time" • "La hora de limpiar". Make clean up part of your daily routine.</li> </ul>	I	I	<ul style="list-style-type: none"> <li>•Red Feeling Talk with children about the feelings they have when looking at the color red.</li> </ul>	<ul style="list-style-type: none"> <li>• Favorite Color Read Lucy Love Orange. Ask children about colors they like to wear. Tell children about your favorite color.</li> <li>• Sing "Clean-Up Time" • "La hora de limpiar". Make clean up part of your daily routine.</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Little Red Caboose Discuss trains. Explain that most train cars are black or brown while the caboose is usually red.</li> </ul>	D	D	<ul style="list-style-type: none"> <li>•Spill the Bows Invite children to spill a bucket of red bows and pick them back up again.</li> <li>• Streamer Dancing Invite children to dance to classical music with red and orange streamers</li> </ul>	<ul style="list-style-type: none"> <li>• Changing Red Place red finger paint on the table and encourage children to draw in the paint.</li> </ul>
<b>Outdoor Play</b>	<ul style="list-style-type: none"> <li>• Red Rover Variation Play a new version of Red Rover.</li> </ul>	A	A	<ul style="list-style-type: none"> <li>• Yellow Treasure Bury small yellow objects in the sandbox. Challenge children to find the yellow treasure.</li> </ul>	<ul style="list-style-type: none"> <li>• Red and Orange Shadows Using red and orange cellophane encourage children to make red and orange shadows.</li> </ul>
<b>Music and Movement</b>	<ul style="list-style-type: none"> <li>•Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street Sing "The Color Song" • "La canción de los colores".</li> </ul>	Y	Y	<ul style="list-style-type: none"> <li>•Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street Sing "The Color Song" • "La canción de los colores".</li> </ul>	<ul style="list-style-type: none"> <li>•Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street Sing "The Color Song" • "La canción de los colores".</li> </ul>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Learning Centers</b></p>	<ul style="list-style-type: none"> <li>• Fine Motor Color Puzzles Red (Patterns CD)</li> </ul>			<ul style="list-style-type: none"> <li>• Fine Motor Color Puzzles Red and Yellow (Patterns CD)</li> </ul>	<ul style="list-style-type: none"> <li>•Construction Invite children to build red structures using blocks.</li> </ul>
<p><b>Learning Goals</b></p>	<ul style="list-style-type: none"> <li>• Develops an ability to be creative and expressive through a variety of activities, such as art (D.5.b.)</li> <li>• Develops an understanding that symbols/pictures can be “read” by others (C.3.g.)</li> <li>• Shows interest in songs, rhymes, and stories (C.3.a.)</li> <li>• Understands that pictures can represent real things in the environment (C.3.e.)</li> <li>• Demonstrates receptive language skills (C.1.d.)</li> </ul>			<ul style="list-style-type: none"> <li>• Develops and demonstrates the ability to remember and connect new and known experiences and information (D.3.d.)</li> <li>Develops spatial understandings, including an awareness of how two- and three-dimensional objects can be fitted together (D.1.f.)</li> <li>• Shows emotional connections and attachment to others while beginning to show independence (B.1.c.)</li> <li>• Shows ability to cope with stress (B.3.a.)</li> <li>• Develops emerging skills in caring and cooperation (B.4.f.)</li> </ul>	<ul style="list-style-type: none"> <li>Develops an ability to be creative and expressive through a variety of activities, such as art (D.5.b.)</li> <li>• Makes things happen and watches for results and repeats actions (D.1.d.)</li> <li>• Shows ability to cope with stress (B.3.a.)</li> <li>• Develops capacity to predict routines and regular events that make up the day or the session (B.3.b.)</li> </ul>



Lesson Plan for Colors • **Colores** - Blue and Green • **Azul y verde** (week 19)

Date: December 30, 2019-January 3, 2020

Objective: Children will learn about the colors blue and green.

Parents as Partners: Send home Parents as Partners Card 19.

English Vocabulary: *color, blue, green, sky, eyes, frog*

Spanish Vocabulary: *color, azul, verde, cielo, ojos, rana*

American Sign Language (ASL): *color, blue, green, sky, eyes, frog*

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Starting the Day</b>	<ul style="list-style-type: none"> <li>• Greet every child by name and introduce the theme. Tell children that this week we will be learning about the colors blue and green.</li> <li>• UNITE: Sing "The Color Song" • "La canción de los colores" (<i>Frog Street Sing-Along Songs CD</i>).</li> <li>• CALM: Ask children about the color of the ocean. Explain that in many places, the ocean is blue.</li> <li>• CONNECT: Name the children who are absent and send them well wishes.</li> <li>• BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other.</li> </ul>	<ul style="list-style-type: none"> <li>• UNITE: Sing "A Sailor Went to Sea" • "Un marinero se fue al mar" (<i>Frog Street Sing-Along Songs CD</i>).</li> <li>• CALM: Invite children to make "ocean waves" by inhaling and exhaling several times.</li> <li>• CONNECT: Use Max (dress Max in blue) to welcome back children who have been absent.</li> <li>• BUILD COMMUNITY: Pass around the Safekeeper Box and invite each child to put his or her photo inside. Focus on using kind words.</li> </ul>	H	<ul style="list-style-type: none"> <li>• UNITE: Sing "A Sailor Went to Sea" • "Un marinero se fue al mar" (<i>Frog Street Sing-Along Songs CD</i>).</li> <li>• CALM: Invite children to make "ocean waves" by inhaling and exhaling several times.</li> <li>• CONNECT: Tell children that they are going to pretend to row a boat over the ocean.</li> <li>• BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other.</li> <li>Ask toddlers to make a commitment to use kind words.</li> </ul>	<ul style="list-style-type: none"> <li>• UNITE: Sing "Great Green Gobs" • "Grandes montones verdes" (<i>Frog street Sing-Along Songs CD</i>).</li> <li>• CALM: Remind children that inhaling and exhaling is one way of releasing stress.</li> <li>• CONNECT: Name the children that are absent and send them well wishes.</li> <li>• BUILD COMMUNITY: Focus on using kind words. Give examples of kind words.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• Read <i>I Like Blue</i> • <i>Me gusta el azul</i>.</li> <li>Ask children if they like the color blue</li> <li>After reading the story discuss the blue objects and ask children which ones they have seen.</li> </ul>	<ul style="list-style-type: none"> <li>• Story folder Kate the Chameleon • Catalina la camaleona</li> <li>Remind children again about a chameleon's ability to camouflage.</li> </ul>	O	<ul style="list-style-type: none"> <li>• <i>I Like Green</i> • <i>Me gusta el verde</i></li> <li>Have Max introduce this book. After reading the book ask children what are some of Max's favorite things.</li> </ul>	<ul style="list-style-type: none"> <li>• Read <i>I Like Blue</i> • <i>Me gusta el azul</i>.</li> <li>Ask children if they like the color blue</li> <li>Display as many concrete examples of blue objects as possible.</li> </ul>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• Photo Activity Cards 34 (blue • azul) and 35 (green • verde) Use the suggestions on the back to practice vocabulary and stimulate discussion.</li> <li>• Teach the ASL signs for <i>blue, green</i>.</li> <li>• <i>Make sure the child understands the vocabulary associated with colors.</i></li> </ul>	<ul style="list-style-type: none"> <li>•Color Books Invite children to continue to add pages to their Color Book. Have children glue blue and green collage materials onto the next two pages of their book.</li> </ul>	L	<ul style="list-style-type: none"> <li>•Shades of Color Challenge children to arrange blue paint chip samples squares from the lightest color to the darkest color.</li> </ul>	<ul style="list-style-type: none"> <li>• Color Concentration Invite children to use the Color Concentration Cards (p 42) to match colors.</li> <li>•Review the ASL signs for <i>color</i>.</li> </ul>
<b>Social Emotional Development</b>	<ul style="list-style-type: none"> <li>•Red, White, and Blue • Rojo, blanco y azul Invite children to perform the actions in the rhyme.</li> <li>• Sing "Clean-Up Time" • "La hora de limpiar". Make clean up part of your daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Color Scopes Encourage children to look through blue Color Scopes (p 42) to see how the color blue changes their view.</li> <li>• Sing "Clean-Up Time" • "La hora de limpiar". Make clean up part of your daily routine.</li> </ul>	I	<ul style="list-style-type: none"> <li>•Shaved Ice Invite children to add a spoon of lime syrup to shaved iced to make snow cones.</li> </ul>	<ul style="list-style-type: none"> <li>• Seeing Green Take children to the window along with Max and ask them if they see green things outside.</li> <li>• Sing "Clean-Up Time" • "La hora de limpiar". Make clean up part of your daily routine.</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Color Hokey Pokey Do a color dance with children. Begin by giving each child a blue streamer.</li> </ul>	<ul style="list-style-type: none"> <li>• Frog Beanbags Create a masking tape throw line. Invite children to toss green frog beanbags into a blue box.</li> </ul>	D	<ul style="list-style-type: none"> <li>•Changing Blue Place blue finger paint on a table and encourage children to draw in the paint.</li> </ul>	<ul style="list-style-type: none"> <li>•Rainbow Dancers Give children red, yellow, orange, blue, green, and purple streamers. Ask children to name the color of their streamer. Invite children to dance to "Rainbow Dancers (p 46).</li> </ul>
<b>Outdoor Play</b>	<ul style="list-style-type: none"> <li>•Baby Frog Lily Pad Hop Use green chalk to draw lily pads on the sidewalk. Invite children to hop from lily pad to lily pad.</li> </ul>	<ul style="list-style-type: none"> <li>• Blue and Green Shadows Encourage children to make blue and green shadows on the playground using blue and green cellophane.</li> </ul>	A	<ul style="list-style-type: none"> <li>• Blue Bird, Blue Bird Fly Away Invite children to wear blue "wings" (blue paper plates or blue streamers taped to each arm.)</li> </ul>	<ul style="list-style-type: none"> <li>•Baby Frog Lily Pad Hop Use green chalk to draw lily pads on the sidewalk. Invite children to hop from lily pad to lily pad.</li> </ul>
<b>Music and Movement</b>	<ul style="list-style-type: none"> <li>•Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street Sing "The Color Song" • "La canción de los colores".</li> </ul>	<ul style="list-style-type: none"> <li>•Frog Street Action Songs- Canciones de acción de Frog Street Hokey Pokey (instrumental)</li> </ul>	Y	<ul style="list-style-type: none"> <li>•Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street Sing "The Color Song" • "La canción de los colores".</li> </ul>	<ul style="list-style-type: none"> <li>•Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street Sing "The Color Song" • "La canción de los colores".</li> </ul>



LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Learning Centers</b></p>	<p>•Science Make green play dough and provide utensils for cutting, rolling and shaping.</p>	<p>•Science Make blue play dough and provide utensils for cutting, rolling and shaping.</p>		<p>• Fine Motor Color Puzzles Blue and Green (Patterns CD)</p>	<p>•Creativity Station Encourage children to paint with different shades of blue paint.</p>
<p><b>Learning Goals</b></p>	<p>Develops emerging skills in caring and cooperation (B.4.f.)</p> <ul style="list-style-type: none"> <li>• Uses hands or feet to touch objects or people (A.3.a.)</li> <li>• Recognizes and responds to the feelings and emotions of others and begins to show concern (B.4.c.)</li> <li>• Develops an expectation that words, books, and pictures can amuse, delight, comfort, inform and excite (C.3.d.)</li> <li>• Hears and distinguishes the sounds and rhythms of language (C.3.f.)</li> <li>• Listens with interest to language of others (C.1.a.)</li> </ul>	<p>Makes things happen and watches for results and repeats actions (D.1.d.)</p> <ul style="list-style-type: none"> <li>• Develops an attitude of themselves as “explorers”—competent, confident learners who ask questions and make discoveries (D.1.e.)</li> <li>• Shows interest in colors, shapes, patterns, and pictures (D.1.c.)</li> <li>• Shows ability to acquire and process new information (D.3.c.)</li> <li>• Develops an interest in creating and using symbols and pictures (C.3.g.)</li> </ul>		<ul style="list-style-type: none"> <li>• Develops and demonstrates the ability to remember and connect new and known experiences and information (D.3.d.)</li> <li>• Develops an understanding that symbols/pictures can be “read” by others (C.3.g.)</li> <li>• Shows interest in songs, rhymes, and stories (C.3.a.)</li> <li>• Develops skill and confidence with processes of art, such as drawing, collage, and painting (D.5.a.)</li> </ul>	<p>Develops a playful interest in repetitive sounds and words (rhythm, rhyme, alliteration) (C.3.b.)</p> <ul style="list-style-type: none"> <li>• Establishes secure relationships with primary caregivers (B.1.a.)</li> <li>• Uses all of their senses to investigate their environment (D.1.b.)</li> <li>• Shows ability to cope with stress (B.3.a.)</li> <li>• Develops capacity to predict routines and regular events that make up the day or the session (B.3.b.)</li> </ul>



**Crème de la Crème**  
 CHILD CARE • PRESCHOOL • AFTER SCHOOL  
 Early Learning Centers Of Excellence



<b>Lesson Plan for Colors • Colores - Black and White • Negro y Blanco (week 20)</b>	Date: January 6-10, 2020
Objective: Children will learn about the colors black and white. And review all the other colors they have learned.	Parents as Partners: Send home Parents as Partners Card 20.
English Vocabulary: <i>color, black, white, yellow, red, blue, green, orange</i>	Spanish Vocabulary: <i>color, negro, blanco, amarillo, rojo, azul, verde, naranja</i>

**American Sign Language (ASL):** *color, black, white, yellow, red, blue, green, orange*

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Starting the Day</b>	<ul style="list-style-type: none"> <li>• Greet every child by name and introduce the theme. Tell children that this week we will be learning about the colors black and white and review the colors learned.</li> <li>• UNITE: Sing "Three White Mice" • "Tres ratones blancos" (<i>Frog Street Sing-Along Songs CD</i>).</li> <li>• CALM: Invite children to pretend they are white birds.</li> <li>• CONNECT: Name the children who are absent and send them well wishes.</li> <li>• BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other.</li> </ul>	<ul style="list-style-type: none"> <li>• UNITE: Sing "Six White Ducks" • "Seis patos blancos" (<i>Frog Street Sing-Along Songs CD</i>).</li> <li>• CALM: Invite children to use white paper plates as wings as you lift and lower your arms.</li> <li>• CONNECT: Use Max (dress Max in black) to welcome back children who have been absent.</li> <li>• BUILD COMMUNITY: Pass around the Safekeeper Box and invite each child to put his or her photo inside. Focus on using kind words.</li> </ul>	<ul style="list-style-type: none"> <li>• UNITE: Sing "Two Little Blackbirds" • "Dos pajaritos negros" (<i>Frog Street Sing-Along Songs CD</i>).</li> <li>• CALM: Have children lie on floor and inhale and exhale deeply.</li> <li>• CONNECT: Teach children how to face a partner and clap their hands with the hands of their friend while singing "Miss Mary Mack."</li> <li>• BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other.</li> <li>Ask toddlers to make a commitment to use kind words.</li> </ul>	<ul style="list-style-type: none"> <li>• UNITE: Sing "Three White Mice" • "Tres ratones blancos" (<i>Frog Street Sing-Along Songs CD</i>).</li> <li>• CALM: Invite children to pretend they are white birds</li> <li>• CONNECT: Sing "Miss Mary Mack."</li> <li>• BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other.</li> <li>Ask toddlers to make a commitment to use kind words.</li> </ul>	<ul style="list-style-type: none"> <li>• UNITE: Sing "Six White Ducks" • "Seis patos blancos" (<i>Frog Street Sing-Along Songs CD</i>).</li> <li>• CALM: Remind children that inhaling and exhaling is one way of releasing stress.</li> <li>• CONNECT: Name the children that are absent and send them well wishes.</li> <li>• BUILD COMMUNITY: Focus on using kind words. Give examples of kind words.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• Read <i>Black and White • Negro y blanco</i></li> <li>Invite children to point to objects that are black and objects that are white.</li> <li>• Teach the ASL signs for <i>black</i> and <i>white</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Story folder Humpty Dumpty's New Ears • Las orejas nuevas del Sr. Huevito</li> <li>Present the story. Allow a volunteer to help you place the props.</li> </ul>	<ul style="list-style-type: none"> <li>• Ms. Bumblebee Gathers Néctar • La Sra. Abeja sale a recoger néctar (pp 47-48)</li> <li>Use the puppets as props to tell the story.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>I Like Green • Me gusta el verde</i></li> <li>Have Max introduce this book. After reading the book ask children what are some of Max's favorite things.</li> </ul>	<ul style="list-style-type: none"> <li>• Read <i>Black and White • Negro y blanco</i></li> <li>Invite children to point to objects that are black and objects that are white.</li> <li>• Review the ASL signs for <i>black</i> and <i>white</i>.</li> </ul>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• Photo Activity Cards 36 (black • negro), 37 (white • blanco), and 68 (zebra • cebra). Use the suggestions on the back to practice vocabulary and stimulate discussion.</li> <li>• Teach the ASL signs for <i>black</i>, <i>white</i>.</li> <li>• <i>Make sure the child understands the vocabulary associated with colors.</i></li> </ul>	<ul style="list-style-type: none"> <li>•Color Books Invite children to continue to add pages to their Color Book. Have children glue black and white collage materials onto the next two pages of their book.</li> </ul>	<ul style="list-style-type: none"> <li>•Gak Invite children to help mix ingredients to make the fun slippery substance called Gak (p 43).</li> <li>Discuss the color and texture of Gak.</li> </ul>	<ul style="list-style-type: none"> <li>•Black and White Animals Present the Photo Activity Card 68 (zebra) and ask them to think of other animals that are black and white (skink, Dalmatian, rabbit, guinea pig, cat).</li> </ul>	<ul style="list-style-type: none"> <li>• Color Concentration Invite children to use the Color Concentration Cards (p 42) to match colors.</li> <li>•Review the ASL sign for <i>color</i>.</li> </ul>
<b>Social Emotional Development</b>	<ul style="list-style-type: none"> <li>•Poem I Like Black Share the poem with children. Use it as a springboard to discuss things they like that are black.</li> <li>Review the ASL sign for <i>black</i>.</li> <li>• Sing "Clean-Up Time" • "La hora de limpiar". Make clean up part of your daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Color Scopes Encourage children to look through blue, yellow, and green Color Scopes (p 42) to see how=w the colors change their view.</li> <li>• Sing "Clean-Up Time" • "La hora de limpiar". Make clean up part of your daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>•Puff Paint Make Puff Paint (p44) with children. Invite them to first mix the dry ingredients and then squish the dry and wet ingredients.</li> </ul>	<ul style="list-style-type: none"> <li>•Black Sack Hide one black sack and four white sacks. Challenge children to find the sacks.</li> </ul>	<ul style="list-style-type: none"> <li>• Sheet Tent Use a white sheet to make a tent. Call attention to the color of the tent. Sit inside the tent and read to little ones.</li> <li>• Sing "Clean-Up Time" • "La hora de limpiar". Make clean up part of your daily routine.</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Shadow Dancing Invite children to dance between the wall and a light source to create shadows and ask them what color is the shadow.</li> </ul>	<ul style="list-style-type: none"> <li>• Frog Beanbags Create a masking tape throw line. Invite children to toss green frog beanbags into a black box.</li> </ul>	<ul style="list-style-type: none"> <li>•Say Invite children to act out the rhyme as you recite it.</li> </ul>	<ul style="list-style-type: none"> <li>•White Chalk, Black Board Invite children to draw with white chalk on black chalkboard or construction paper.</li> </ul>	<ul style="list-style-type: none"> <li>•Catch the Spotlight Turn the classroom lights off. Use a flashlight to make a spot on the floor. Encourage children, one at a time, to catch the light. Call attention to the color of the light.</li> </ul>
<b>Outdoor Play</b>	<ul style="list-style-type: none"> <li>•Cloud Watch Encourage children to lie on their backs outdoor to watch the clouds and ask them what color are the clouds.</li> </ul>	<ul style="list-style-type: none"> <li>• Blue, Green, Yellow Shadows Encourage children to make blue, green, and yellow shadows on the playground using blue, yellow, and green cellophane.</li> </ul>	<ul style="list-style-type: none"> <li>•White Parachute Play Use a white sheet for outdoor parachute play. Show children how to hold the edges of the sheet and make it balloon into the air.</li> </ul>	<ul style="list-style-type: none"> <li>• Shadow Chase Have children observe their own shadow and try to chase it.</li> </ul>	<ul style="list-style-type: none"> <li>•Cloud Watch Encourage children to lie on their backs outdoor to watch the clouds and ask them what color are the clouds.</li> </ul>
<b>Music and Movement</b>	<ul style="list-style-type: none"> <li>•Frog Street Sing-Along Songs- <i>Canciones para cantar juntos de Frog Street</i> Sing "Two Little Blackbirds" • "Dos pajaritos negros".</li> </ul>	<ul style="list-style-type: none"> <li>•Frog Street Action Songs- <i>Canciones de acción de Frog Street</i> Sing "Miss Mary Mack."</li> </ul>	<ul style="list-style-type: none"> <li>•Frog Street Sing-Along Songs- <i>Canciones para cantar juntos de Frog Street</i> Sing "Three White Mice" • "Tres ratones blancos".</li> </ul>	<ul style="list-style-type: none"> <li>•Frog Street Sing-Along Songs- <i>Canciones para cantar juntos de Frog Street</i> Sing "The Color Song" • "La canción de los colores".</li> </ul>	<ul style="list-style-type: none"> <li>•Start Smart Songs for 1's, 2's, and 3's "Rainbow Dancers" • "Los bailarines del arcoiris"</li> </ul>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Learning Centers</b></p>	<p>•Science Place food coloring into small cups and dilute it with water. Invite children to use eyedroppers to drop yellow, orange, and blue food coloring into coffee filter.</p>	<p>•Science Make white play dough and provide utensils for cutting, rolling and shaping.</p>	<p>• Sensory Invite children to use the water play materials to explore blue water.</p>	<p>• Fine Motor Cloud Dough (p 43), black play dough ( p 43).</p>	<p>•Creativity Station Encourage children to paint with white paint on black paper.</p>
<p><b>Learning Goals</b></p>	<p>Develops emerging skills in caring and cooperation (B.4.f.)          • Develops increasing knowledge in syntax, meaning, and vocabulary (C.1.f.)          • Develops language skills in structured language contexts, such as through books and finger plays (C.2.d.)          • Develops an expectation that words, books, and pictures can amuse, delight, comfort, inform and excite (C.3.d.)          • Listens with interest to language of others (C.1.a.)</p>	<p>• Understands and begins to use oral language for conversation and communication (C.2.c.)a          • Develops an interest in creating and using symbols and pictures (C.3.g.)          • Uses senses to explore people, objects, and the environment (D.1.b.)          • Shows ability to acquire and process new information (D.3.c.)          • Develops an interest in creating and using symbols and pictures (C.3.g.)</p>	<p>• Develops skill and confidence with processes of art, such as drawing, collage and painting (D.5.a.)          • Makes things happen and watches for results and repeats actions (D.1.b.)          • Develops confidence with moving in space, moving to rhythm, and playing near and with others (A.2.e.)          • Develops control of small muscles for manipulation and exploration (A.3.b.)</p>	<p>• Responds to and interacts with others (B.4.b.)          • Develops increasing ability to identify own emotional responses and those of others (B.2.g.)          • Develops an understanding that symbols/pictures can be “read” by others (C.3.g.)          • Shows interest in songs, rhymes, and stories (C.3.a.)          • Develops skill and confidence with processes of art, such as drawing, collage, and painting (D.5.a.)</p>	<p>• Understands and begins to use oral language for conversation and communication (C.2.c.)a          • Develops an interest in creating and using symbols and pictures (C.3.g.)          • Uses senses to explore people, objects, and the environment (D.1.b.)          • Shows ability to cope with stress (B.3.a.)          • Develops capacity to predict routines and regular events that make up the day or the session (B.3.b.)</p>



Lesson Plan for Shapes and Sizes • <b>Figuras geométricas</b> - Circles • <b>Circulos</b> (week 21)	Date: January 13-17, 2020
Objective: Children will learn about shapes.	Parents as Partners: Send home Parents as Partners Card 21.
English Vocabulary: <i>shape, circle, circular, round, roll</i>	Spanish Vocabulary: <i>figura geométrica, circulo, circular, redondo, rodar</i>

American Sign Language (ASL): *shape, circle, circular, round, roll*

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Starting the Day</b>	<ul style="list-style-type: none"> <li>Greet every child by name and introduce the theme. Tell children that this week we will be learning about circles.</li> <li>UNITE: Sing "This Little Shape" • "Esta figurita" (<i>Frog Street Sing-Along Songs CD</i>).</li> <li>CALM: Invite children to pretend they are holding a big balloon. Point out that balloons are round.</li> <li>CONNECT: Name the children who are absent and send them well wishes.</li> <li>BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other.</li> </ul>	<ul style="list-style-type: none"> <li>UNITE: Sing "Are You Listening" • "Me estas escuchando?" (<i>Frog Street Sing-Along Songs CD</i>).</li> <li>CALM: Perform the Balloon.</li> <li>CONNECT: Select a partner and demonstrate drawing a circle with your index finger on your partner's palm. Point out you are making a round shape.</li> <li>BUILD COMMUNITY: Pass around the Safekeeper Box and invite each child to put his or her photo inside.</li> </ul>	<ul style="list-style-type: none"> <li>UNITE: Sing "If You're Happy and You Know It (Shapes)" • "Si estas feliz y lo sabes (figuras geométricas)" (<i>Frog Street Sing-Along Songs CD</i>).</li> <li>CALM: Place your hands on your head and lock your fingers together. Breathe in deeply and raise your hands over your head.</li> <li>CONNECT: Select a partner and demonstrate drawing a circle with your index finger on your partner's palm. Point out you are making a round shape.</li> <li>BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. Discuss listening to other children's "big voices."</li> </ul>	<ul style="list-style-type: none"> <li>UNITE: Sing "This Little Shape" • "Esta figurita" (<i>Frog Street Sing-Along Songs CD</i>).</li> <li>CALM: Perform the Balloon.</li> <li>CONNECT: Select a partner and demonstrate drawing a circle with your index finger on your partner's palm. Point out you are making a round shape.</li> <li>BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. Explain that a big voice is what children use to tell others that they don't like something.</li> </ul>	<ul style="list-style-type: none"> <li>UNITE: Sing "If You're Happy and You Know It (Shapes)" • "Si estas feliz y lo sabes (figuras geométricas)" (<i>Frog Street Sing-Along Songs CD</i>).</li> <li>CALM: Remind children that inhaling and exhaling is one way of releasing stress.</li> <li>CONNECT: Name the children that are absent and send them well wishes.</li> <li>BUILD COMMUNITY: Children will practice using their big voices to let their friends know when they want them to stop doing something they don't like.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li><i>The Wheels on the Bus</i> • <i>Las llantas del camión</i></li> <li>Read the story. Point out the round shape of the wheels, the bus headlights, and the coins.</li> <li>Teach the ASL signs for <i>round</i> and <i>circle</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Tillie the Triangle • Tita Triangulo Chalk Story (pp 47-48)</li> <li>Present the story using chalk and a chalkboard.</li> </ul>	<ul style="list-style-type: none"> <li><i>The Wheels on the Bus</i> • <i>Las ruedas del camión</i></li> <li>Read the story. Point out the round shape of the wheels, the bus headlights, and the coins.</li> <li>Ask children to name things that have wheels.</li> </ul>	<ul style="list-style-type: none"> <li><i>Circle</i> • <i>Circulo</i></li> <li>Display the book cover and trace around the circle with your finger.</li> </ul>	<ul style="list-style-type: none"> <li><i>Circle</i> • <i>Circulo</i></li> <li>Read the book pausing to trace around and discuss circular objects.</li> <li>Review the ASL sign for <i>circle</i>.</li> </ul>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• Photo Activity Card 38 (Circle) • (Círculo) Use the suggestions on the back to practice vocabulary and stimulate discussion.</li> <li>• Teach the ASL signs for <i>circle, shape</i>.</li> <li>• <i>Make sure the child understands the vocabulary associated with shapes.</i></li> </ul>	<p><b>Round Shapes</b> Display round objects and discuss each item and focus on its shape. Ask children to think of other things that are round.</p>	<ul style="list-style-type: none"> <li>•Finger Paint Circles Invite children to use finger paint to make circle designs on finger paint paper.</li> </ul>	<ul style="list-style-type: none"> <li>•Small-to-Large Circles Print Small-to Large Circles (Patterns CD). Laminate and cut out six circles. Challenge children to arrange the circles from smallest to largest.</li> </ul>	<ul style="list-style-type: none"> <li>• Totem Poles Invite children to put scrunchies around paper towel tubes to create colorful totem poles. Point out the circular shape of the scrunchies and the tube.</li> </ul>
<b>Social Emotional Development</b>	<ul style="list-style-type: none"> <li>•Action rhyme My Head Point out the round shape of the head. Have children open their mouth while looking in a mirror.</li> <li>• Sing "Clean-Up Time" • "La hora de limpiar". Make clean up part of your daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• My Head Invite children to make a circular hat to put on their head for the last line of the rhyme.</li> <li>• Sing "Clean-Up Time" • "La hora de limpiar". Make clean up part of your daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>•Jingle Bands Invite children to wear jingle bands (p 42) as they play. Discuss the shape of the bells and the shape of the band.</li> </ul>	<ul style="list-style-type: none"> <li>•Banana Wheels Give children tongue depressors to slice bananas into slices. Place one teaspoon of dry sugar-free gelatin in a plastic bag. Have each child add three slices of banana to a bag and shake it. Remove the Banana Wheels and enjoy!</li> </ul>	<ul style="list-style-type: none"> <li>•"Round the House Point out the circles you make with your finger on your partner's hand as you recite the rhyme.</li> <li>• Sing "Clean-Up Time" • "La hora de limpiar". Make clean up part of your daily routine.</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• My Bike • Mi bicicleta Talk with children about riding toys and tricycles. Ask about the shape of the wheels. Teach this action rhyme.</li> </ul>	<ul style="list-style-type: none"> <li>• Drop Slot Encourage children to push circular poker chips through the coffee can Drop slot (p 42).</li> </ul>	<ul style="list-style-type: none"> <li>•Cooperative Musical Circles Use masking tape to outline two circles on the floor. Call attention to the circular shapes. Have children walk around the circles while music is playing.</li> </ul>	<ul style="list-style-type: none"> <li>•Circle Paint Prints Have children dip a clean toilet plunger into a tray of paint and then stamp it on butcher paper to make circle paint prints.</li> </ul>	<ul style="list-style-type: none"> <li>•Paper Chains Show children how to glue strips into a circle.</li> </ul>
<b>Outdoor Play</b>	<ul style="list-style-type: none"> <li>•Beanbag Toss Encourage children to toss beanbags through a Hula Hoop hung from a tree branch.</li> </ul>	<ul style="list-style-type: none"> <li>• Balls Provide balls for children to use on the playground. Point out the shape of the balls.</li> </ul>	<ul style="list-style-type: none"> <li>•Flying Circles Invite children to toss Frisbees or plastic lids. Call attention to the circular shape of the flying discs. Teach the ASL for <i>circular</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Balls Provide balls for children to use on the playground. Point out the shape of the balls.</li> </ul>	<ul style="list-style-type: none"> <li>•Beanbag Toss Encourage children to toss beanbags through a Hula Hoop hung from a tree branch.</li> </ul>
<b>Music and Movement</b>	<ul style="list-style-type: none"> <li>•Frog Street Sing-Along Songs- <i>Canciones para cantar juntos de Frog Street</i> Sing "This Little Shape" • "Esta figurita".</li> </ul>	<ul style="list-style-type: none"> <li>•Frog Street Action Songs- <i>Canciones de acción de Frog Street</i> Sing "The Wheels on the Bus" • "Las ruedas del camión".</li> </ul>	<ul style="list-style-type: none"> <li>•Frog Street Rhymes and Shapes Circle • Círculo</li> </ul>	<ul style="list-style-type: none"> <li>•Frog Street Sing-Along Songs- <i>Canciones para cantar juntos de Frog Street</i> Sing "Are You Listening" • "Me estas escuchando?"</li> </ul>	<ul style="list-style-type: none"> <li>•Shawn Brown Toddler Tunes Sing "The Wheels on the Bus" • "Las ruedas del camión".</li> </ul>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Learning Centers</b>	<ul style="list-style-type: none"> <li>•Science Show children how to use the eyedroppers to squeeze drops of water onto waxed paper.</li> </ul>	<ul style="list-style-type: none"> <li>•Pretend and Learn Invite children to set a table with round dishware. Invite them to place round food items on their round plates.</li> </ul>	<ul style="list-style-type: none"> <li>• Sensory Invite children to use the water play materials to explore with water.</li> </ul>	<ul style="list-style-type: none"> <li>• Fine Motor Invite children to roll play dough and cut out round cookies.</li> </ul>	<ul style="list-style-type: none"> <li>•Creativity Station Invite children to draw on circular pieces of paper.</li> </ul>
<b>Learning Goals</b>	<ul style="list-style-type: none"> <li>• Begins to develop and demonstrate control over some of their feelings and behaviors (self-regulation) (B.3.d.)</li> <li>• Expresses needs and wants through facial expressions, sounds, or gestures (B.2.a.)</li> <li>• Shows interest and awareness of others (B.4.a.)</li> <li>• Hears and distinguishes the sounds and rhythms of language (C.3.f.)</li> <li>• Listens with interest to language of others (C.1.a.)</li> </ul>	<ul style="list-style-type: none"> <li>• Develops increasing knowledge in syntax, meaning, and vocabulary (C.1.f.)</li> <li>• Shows interest in songs, rhymes, and stories (C.3.a.)</li> <li>• Develops an understanding that symbols/pictures can be “read” by others (C.3.g.)</li> <li>• Shows ability to acquire and process new information (D.3.c.)</li> <li>• Develops an interest in creating and using symbols and pictures (C.3.g.)</li> </ul>	<ul style="list-style-type: none"> <li>• Shows interest in colors, shapes, patterns, and pictures (D.1.c.)</li> <li>• Begins to develop interests and skills related to numbers and counting (D.2.f.)</li> <li>• Makes things happen and watches for results and repeats actions (D.1.d.)</li> <li>• Develops confidence with moving in space, moving to rhythm, and playing near and with others (A.2.e.)</li> <li>• Develops control of small muscles for manipulation and exploration (A.3.b.)</li> </ul>	<ul style="list-style-type: none"> <li>• Develops skill and confidence with processes of art, such as drawing (D.5.a.)</li> <li>• Responds to and interacts with others (B.4.b.)</li> <li>• Shows confidence in increasing abilities (B.2.c.)</li> <li>• Responds to nonverbal and verbal communication of others (C.1.b.)</li> <li>• Develops skill and confidence with processes of art, such as drawing, collage, and painting (D.5.a.)</li> </ul>	<ul style="list-style-type: none"> <li>• Shows interest in colors, shapes, patterns, and pictures (D.1.c.)</li> <li>• Begins to develop interests and skills related to numbers and counting (D.2.f.)</li> <li>• Makes things happen and watches for results and repeats actions (D.1.d.)</li> <li>• Shows ability to cope with stress (B.3.a.)</li> <li>• Develops capacity to predict routines and regular events that make up the day or the session (B.3.b.)</li> </ul>



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<b>Lesson Plan for Shapes and Sizes • Figuras geométricas - Squares • Cuadrados (week 22)</b>	<b>Date:</b> January 20-24, 2020
<b>Objective:</b> Children will learn about squares.	<b>Parents as Partners:</b> Send home Parents as Partners Card 22.
<b>English Vocabulary:</b> <i>shape, square, corners, sides, lines, circle, circular, round</i>	<b>Spanish Vocabulary:</b> <i>figura geométrica, cuadrado, esquinas, lados, líneas, círculo, circular, redondo</i>

**American Sign Language (ASL):** *shape, square, corners, sides, lines, circle, circular, round*

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Starting the Day</b>	<ul style="list-style-type: none"> <li>• Greet every child by name and introduce the theme. Tell children that this week we will be learning about squares.</li> <li>• UNITE: Sing "This Little Shape" • "Esta figurita" (<i>Frog Street Sing-Along Songs CD</i>).</li> <li>• CALM: Arrange four children into a square and have them hold hands.</li> <li>• CONNECT: Name the children who are absent and send them well wishes.</li> <li>• BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other.</li> </ul>	<ul style="list-style-type: none"> <li>• UNITE: Sing "Squares" • "Cuadrados".</li> <li>• CALM: Invite the children to make a square shape. Have them inhale as they raise their arms and exhale as they lower their arms.</li> <li>• CONNECT: Teach children a square-dance step called "arm swings."</li> <li>• BUILD COMMUNITY: Pass around the Safekeeper Box and invite each child to put his or her photo inside.</li> </ul>	<ul style="list-style-type: none"> <li>• UNITE: Sing "If You're Happy and You Know It (Shapes)" • "Si estas feliz y lo sabes (figuras geométricas)" (<i>Frog Street Sing-Along Songs CD</i>).</li> <li>• CALM: Invite the children to make a square shape. Have them inhale as they raise their arms and exhale as they lower their arms.</li> <li>• CONNECT: Teach children a square-dance step called "arm swings."</li> <li>• BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. Discuss listening to other children's "big voices."</li> </ul>	<ul style="list-style-type: none"> <li>• UNITE: Sing "This Little Shape" • "Esta figurita" (<i>Frog Street Sing-Along Songs CD</i>).</li> <li>• CALM: Invite the children to make a square shape. Have them inhale as they raise their arms and exhale as they lower their arms.</li> <li>• CONNECT: Teach children a square-dance step called "arm swings."</li> <li>• BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. Explain that a big voice is what children use to tell others that they don't like something.</li> </ul>	<ul style="list-style-type: none"> <li>• UNITE: Sing "If You're Happy and You Know It (Shapes)" • "Si estas feliz y lo sabes (figuras geométricas)" (<i>Frog Street Sing-Along Songs CD</i>).</li> <li>• CALM: Remind children that deep breathing is one way we can reduce our stress.</li> <li>• CONNECT: Name the children that are absent and send them well wishes.</li> <li>• BUILD COMMUNITY: Children will practice using their big voices to let their friends know when they want them to stop doing something they don't like.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• <i>Square • Cuadrado</i></li> <li>Display the book cover and trace around the perimeter of the square with your fingers.</li> <li>• Teach the ASL signs for <i>square</i> and <i>corners</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Tillie the Triangle • Tita Triangulo Chalk Story (pp 47-48)</li> <li>Present the story using chalk and a chalkboard. Each time you tell this story, invite children to decide what Tillie eats.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Square • Cuadrado</i></li> <li>Display the book cover and trace around the perimeter of the square with your fingers.</li> <li>• Teach the ASL signs for <i>square</i> and <i>corners</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Smart Cookie's Best Friend • La mejor amiga de la Galletita Lista</i></li> <li>Read the story and ask children what shape is Smart Cookie.</li> </ul>	<ul style="list-style-type: none"> <li>• Tillie the Triangle • Tita Triangulo Chalk Story (pp 47-48)</li> <li>Present the story using chalk and a chalkboard. Each time you tell this story, invite children to decide what Tillie eats.</li> </ul>



LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• Photo Activity Cards 38 (Circle) • (circulo) and 39 (square) • (cuadrado)</li> <li>Use the suggestions on the back to practice vocabulary and stimulate discussion.</li> <li>• Teach the ASL signs for <i>circle, square</i></li> <li>• <i>Make sure the child understands the vocabulary associated with shapes.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Window Watching • Mirando por la ventana</li> <li>Teach children the action ehyme.</li> </ul>	<ul style="list-style-type: none"> <li>•Small-to-Large Squares</li> <li>Using the small-to-Large Squares (Patterns CD), challenge children to arrange the six squares from smallest to largest.</li> </ul>	<ul style="list-style-type: none"> <li>•Square Puzzle (p 44)</li> <li>Challenge children to work the Square Puzzle.</li> </ul>	<ul style="list-style-type: none"> <li>• What Shape Is This?</li> <li>Sing the song holding first a construction paper square and then a circle.</li> </ul>
<b>Social Emotional Development</b>	<ul style="list-style-type: none"> <li>•Washington Square</li> <li>Call attention to the square you are tracing on a child's palm as you review this chant.</li> <li>• Sing "Clean-Up Time" • "La hora de limpiar".</li> <li>Make clean up part of your daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Squares Inside</li> <li>Place square items inside a square box. Take the items out out one at a time and discuss the shape and use of each.</li> <li>• Sing "Clean-Up Time" • "La hora de limpiar".</li> <li>Make clean up part of your daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>•Find the Square</li> <li>Hide square benabags and challenge children to find them.</li> </ul>	<ul style="list-style-type: none"> <li>•Stackable Squares</li> <li>Give children squares crackers with cheese squares to stack and eat. Call attention to the squares. Encourage little ones to talk with their peers as they enjoy their snack.</li> </ul>	<ul style="list-style-type: none"> <li>• Squares Inside</li> <li>Place square items inside a square box. Take the items out out one at a time and discuss the shape and use of each.</li> <li>• Sing "Clean-Up Time" • "La hora de limpiar".</li> <li>Make clean up part of your daily routine.</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Bags in a Box • Bolsas en una caja</li> <li>Use masking tape to create a throw line on the floor. Invite children to toss square beanbags into a square box.</li> </ul>	<ul style="list-style-type: none"> <li>• Shape Twister</li> <li>Spread the Shape twister Mat (p 44) on the floor. Have children stand on the mat and try to touch all three circles at the same time.</li> </ul>	<ul style="list-style-type: none"> <li>•Sponge Play</li> <li>Provide a variety of square sponges for children to play with in the water play.</li> </ul>	<ul style="list-style-type: none"> <li>•Play Dough</li> <li>Show children how to use play dough (p 43) to roll snakes and then shape their snakes into circles and squares.</li> </ul>	<ul style="list-style-type: none"> <li>• Shape Twister</li> <li>Spread the Shape twister Mat (p 44) on the floor. Have children stand on the mat and try to touch all three circles at the same time.</li> </ul>
<b>Outdoor Play</b>	<ul style="list-style-type: none"> <li>•Shape Search</li> <li>Take a walk inside the school looking for squares.</li> </ul>	<ul style="list-style-type: none"> <li>• Balls</li> <li>Provide balls for children to use on the playground. Point out the shape of the balls.</li> </ul>	<ul style="list-style-type: none"> <li>•Square Walk</li> <li>Use sidewalk chalk to draw a square. Invite children to walk or crawl around the square.</li> </ul>	<ul style="list-style-type: none"> <li>•Shape Search</li> <li>Take a walk around the school looking for squares.</li> </ul>	<ul style="list-style-type: none"> <li>•Beanbag Toss</li> <li>Encourage children to toss beanbags through a Hula Hoop hung from a tree branch.</li> </ul>
<b>Music and Movement</b>	<ul style="list-style-type: none"> <li>•Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street</li> <li>Sing "This Little Shape" • "Esta figurita".</li> </ul>	<ul style="list-style-type: none"> <li>•Frog Street Action Songs- Canciones de acción de Frog Street</li> <li>Sing "Go In and Out the Windows" • "Entra y sal por la ventana".</li> </ul>	<ul style="list-style-type: none"> <li>•Frog Street Rhymes and Shapes</li> <li>Square • Cuadrado</li> </ul>	<ul style="list-style-type: none"> <li>•Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street</li> <li>Sing "This Little Shape" • "Esta figurita".</li> </ul>	<ul style="list-style-type: none"> <li>•Frog Street Action Songs- Canciones de acción de Frog Street</li> <li>Sing "Go In and Out the Windows" • "Entra y sal por la ventana".</li> </ul>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Learning Centers</b></p>	<ul style="list-style-type: none"> <li>•Construction Provide several squares boxes for children to use for play and building. Talk about the shape of the boxes.</li> </ul>	<ul style="list-style-type: none"> <li>•Fine Motor Encourage children to construct squares using the velcro tongue depressor sticks.</li> </ul>	<ul style="list-style-type: none"> <li>• Sensory Invite children to use the water play materials to explore with water.</li> </ul>	<ul style="list-style-type: none"> <li>• Fine Motor Invite children to roll play dough and cut out square cookies.</li> </ul>	<ul style="list-style-type: none"> <li>•Creativity Station Invite children to draw on square pieces of paper.</li> </ul>
<p><b>Learning Goals</b></p>	<ul style="list-style-type: none"> <li>• Listens with interest to language of others (C.1.a.)</li> <li>• Begins to understand the rules of conversation (C.1.e.)</li> <li>• Shows interest in songs, rhymes, and stories (C.3.a.)</li> <li>• Listens with interest to language of others (C.1.a.)</li> <li>• Develops control of large muscles for movement, navigation, and balance (A.2.a.)</li> </ul>	<ul style="list-style-type: none"> <li>• Shows confidence in increasing abilities (B.2.c.)</li> <li>• Expresses needs and wants through facial expressions, sounds, or gestures (B.2.a.)</li> <li>• Begins to develop personal relationships with peers (B.4.d.)</li> <li>• Develops an interest in creating and using symbols and pictures (C.3.g.)</li> </ul>	<ul style="list-style-type: none"> <li>• Develops control of small muscles for manipulation and exploration (A.3.b.)</li> <li>• Develops an ability to be creative and expressive through a variety of activities, such as art (D.5.b.)</li> <li>• Develops the confidence to explore and make sense of the world through simple problem solving and trial-and-error (D.2.e.)</li> <li>• Develops an attitude of themselves as “explorers”—competent, confident learners who ask questions</li> </ul>	<ul style="list-style-type: none"> <li>• Shows interest in colors, shapes, patterns, and pictures (D.1.c.)</li> <li>• Develops spatial understandings, including an awareness of how two- and three-dimensional objects can be fitted together (D.1.f.)</li> <li>• Shows confidence in increasing abilities (B.2.c.)</li> <li>• Responds to nonverbal and verbal communication of others (C.1.b.)</li> <li>• Develops skill and confidence with processes of art, such as drawing, collage, and painting (D.5.a.)</li> </ul>	<ul style="list-style-type: none"> <li>• Shows interest in colors, shapes, patterns, and pictures (D.1.c.)</li> <li>• Begins to develop interests and skills related to numbers and counting (D.2.f.)</li> <li>• Makes things happen and watches for results and repeats actions (D.1.d.)</li> <li>• Shows ability to cope with stress (B.3.a.)</li> <li>• Develops capacity to predict routines and regular events that make up the day or the session (B.3.b.)</li> </ul>



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<b>Lesson Plan for Shapes and Sizes • Figuras geométricas - Triangles • Triángulos (week 23)</b>	Date: January 27-31, 2020
Objective: Children will learn about triangles.	Parents as Partners: Send home Parents as Partners Card 23.
English Vocabulary: <i>shape, triangle, triangular, circle, circular, square, sides</i>	Spanish Vocabulary: <i>figura geométrica, triángulo, triangular, circulo, circular, cuadrado, lados</i>

**American Sign Language (ASL):** *shape, triangle, triangular, circle, circular, square, sides*

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Starting the Day</b>	<ul style="list-style-type: none"> <li>• Greet every child by name and introduce the theme. Tell children that this week we will be learning about triangles.</li> <li>• UNITE: Sing "This Little Shape" • "Esta figurita" (<i>Frog Street Sing-Along Songs CD</i>).</li> <li>• CALM: Have children lie on the floor in groups of three to create triangles.</li> <li>• CONNECT: Name the children who are absent and send them well wishes.</li> <li>• BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other.</li> </ul>	<ul style="list-style-type: none"> <li>• UNITE: Sing "Three Straight Sides" • "Tres lados rectos" (<i>Frog Street Sing-Along Songs CD</i>).</li> <li>• CALM: <i>Breathe in fresh clean air. Blow away your stress.</i></li> <li>• CONNECT: Teach children a square-dance step called "arm swings."</li> <li>• BUILD COMMUNITY: Pass around the Safekeeper Box and invite each child to put his or her photo inside.</li> </ul>	<ul style="list-style-type: none"> <li>• UNITE: Sing "If You're Happy and You Know It (Shapes)" • "Si estas feliz y lo sabes (figuras geométricas)" (<i>Frog Street Sing-Along Songs CD</i>).</li> <li>• CALM: Have children lie on the floor in groups of three to create triangles.</li> <li>• CONNECT: Teach children a square-dance step called "arm swings."</li> <li>• BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other.</li> <li>Discuss listening to other children's "big voices."</li> </ul>	<ul style="list-style-type: none"> <li>• UNITE: Sing "This Little Shape" • "Esta figurita" (<i>Frog Street Sing-Along Songs CD</i>).</li> <li>• CALM: <i>Breathe in fresh clean air. Blow away your stress.</i></li> <li>• CONNECT: Teach children a square-dance step called "arm swings."</li> <li>• BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other.</li> <li>Explain that a big voice is what children use to tell others that they don't like something.</li> </ul>	<ul style="list-style-type: none"> <li>• UNITE: Sing "Three Straight Sides" • "Tres lados rectos" (<i>Frog Street Sing-Along Songs CD</i>).</li> <li>• CALM: Have children lie on the floor in groups of three to create triangles.</li> <li>• CONNECT: Name the children that are absent and send them well wishes.</li> <li>• BUILD COMMUNITY: Children will practice using their big voices to let their friends know when they want them to stop doing something they don't like.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• <i>Triangle • Triángulo</i></li> <li>Display the book cover and point out that a triangle has three sides. Count the sides as you trace the triangle with your fingers.</li> <li>• Teach the ASL signs for <i>triangle</i> and <i>sides</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Tillie the Triangle • Tita Triángulo Chalk Story (pp 47-48)</li> <li>Present the story using chalk and a chalkboard.</li> <li>Each time you tell this story, invite children to decide what Tillie eats.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Triangle • Triángulo</i></li> <li>Display the book cover and point out that a triangle has three sides. Count the sides as you trace the triangle with your fingers.</li> <li>Review the ASL signs for <i>triangle</i> and <i>sides</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Smart Cookie's Best Friend • La mejor amiga de la Galletita Lista</i></li> <li>Read the story and ask children what is the name of the triangular shape.</li> </ul>	<ul style="list-style-type: none"> <li>• Tillie the Triangle • Tita Triángulo Chalk Story (pp 47-48)</li> <li>Present the story using chalk and a chalkboard.</li> <li>Each time you tell this story, pause occasionally to ask children what they think will happen next.</li> </ul>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• Photo Activity Cards 38 (circle) • (circulo), 39 (square) • (cuadrado), and 40 (triangle) • (triángulo)</li> <li>Use the suggestions on the back of the cards to practice vocabulary and stimulate discussion.</li> <li>• Teach the ASL sign for <i>triángulo</i></li> <li>• <i>Make sure the child understands the vocabulary associated with shapes.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Shape Collages</li> <li>Invite children to make collages (circles, squares, triangles) p 42.</li> <li>Discuss the shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Small-to-Large Triangles</li> <li>Using the Small-to-Large Triangles (Patterns CD), challenge children to arrange the six triangles from smallest to largest.</li> </ul>	<ul style="list-style-type: none"> <li>• What Shape Is This?</li> <li>Sing the song holding a paper triangle, then a circle, and then a square.</li> </ul>	<ul style="list-style-type: none"> <li>• Shape Match</li> <li>Using the Shape Match Grid and Shape Cards (Patterns CD), invite children to match the shape cards with the same shapes on the grid.</li> </ul>
<b>Social Emotional Development</b>	<ul style="list-style-type: none"> <li>• Finger Painting Shapes</li> <li>Create shapes.</li> <li>Discuss each shape.</li> </ul>	<ul style="list-style-type: none"> <li>• Food Wedges</li> <li>Show children the Triangle Foods (Patterns CD). Discuss the shape of the foods.</li> </ul>	<ul style="list-style-type: none"> <li>• Shape Stackers</li> <li>Provide circular, square, and triangular crackers. Cut cheese to match these shapes.</li> <li>Challenge children to match slices to crackers.</li> </ul>	<ul style="list-style-type: none"> <li>• Shape Makers</li> <li>Review the ASL signs for <i>circle</i>, <i>square</i>, and <i>triangle</i>.</li> <li>Invite children to work cooperatively and use their bodies to create shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Here's the Church</li> <li>Show children how to do the finger play. Point out that a steeple is a triangular shape. Teach the ASL sign for <i>triangular</i>.</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Shape Hokey Pokey</li> <li>Give children construction-paper shapes (p42) to use as they dance.</li> </ul>	<ul style="list-style-type: none"> <li>• Play Dough Shapes</li> <li>Invite children to roll play dough snakes and then shape the snakes into triangles, circles, and squares.</li> </ul>	<ul style="list-style-type: none"> <li>• Shape March</li> <li>Spread some of the shapes you prepares (p 42) on the floor.</li> <li>Play marching music and have children march until the music stops.</li> </ul>	<ul style="list-style-type: none"> <li>• Shape Twister</li> <li>Spread the Shape twister Mat (p 44) on the floor. Have children stand on the mat and try to touch all three triangles at the same time.</li> </ul>	<ul style="list-style-type: none"> <li>• Triangle Puzzles</li> <li>Challenge children to work the Triangle Puzzles (p 44).</li> </ul>
<b>Outdoor Play</b>	<ul style="list-style-type: none"> <li>• Shape Search</li> <li>Take a walk inside the school looking for triangles.</li> </ul>	<ul style="list-style-type: none"> <li>• Human Triangle</li> <li>Arrange children to create a toddler triangle.</li> </ul>	<ul style="list-style-type: none"> <li>• Triangle Jump</li> <li>Use chalk to draw triangles on the sidewalk. Invite children to jump the triangles and then jump from triangle to triangle.</li> </ul>	<ul style="list-style-type: none"> <li>• Triangle Shadows</li> <li>Give children poster board cut into triangular shapes. Help them make triangle shadows on the playground.</li> </ul>	<ul style="list-style-type: none"> <li>• Shape Search</li> <li>Take a walk inside the school looking for triangles, circles, and squares.</li> </ul>
<b>Music and Movement</b>	<ul style="list-style-type: none"> <li>• Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street</li> <li>Sing "This Little Shape" • "Esta figurita".</li> </ul>	<ul style="list-style-type: none"> <li>• Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street</li> <li>Sing "Three Straight Sides" • "Tres lados rectos".</li> </ul>	<ul style="list-style-type: none"> <li>• Frog Street Rhymes and Shapes</li> <li>Triangle • Triángulo</li> </ul>	<ul style="list-style-type: none"> <li>• Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street</li> <li>Sing "This Little Shape" • "Esta figurita".</li> </ul>	<ul style="list-style-type: none"> <li>• Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street</li> <li>Sing "Three Straight Sides" • "Tres lados rectos".</li> </ul>
<b>Learning Centers</b>	<ul style="list-style-type: none"> <li>• Construction</li> <li>Invite children to build structures using only triangular blocks.</li> </ul>	<ul style="list-style-type: none"> <li>• Fine Motor</li> <li>Encourage children to construct triangles using the Velcro tongue depressor sticks.</li> </ul>	<ul style="list-style-type: none"> <li>• Gross Motor</li> <li>Make a triangle using masking tape. Invite children to crawl, take baby steps, or take giant steps along the perimeter of the triangle.</li> </ul>	<ul style="list-style-type: none"> <li>• Fine Motor</li> <li>Encourage children to construct triangles using he Velcro tongue depressor sticks.</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity Station</li> <li>Invite children to draw on triangular pieces of paper.</li> </ul>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Learning Goals</b></p>	<ul style="list-style-type: none"> <li>• Begins to develop and demonstrate control over some of their feelings and behaviors (self-regulation) (B.3.d.)</li> <li>• Develops increasing ability to identify own emotional responses and those of others (B.2.g.)</li> <li>• Shows ability to cope with stress (B.3.a.)</li> <li>• Responds to and interacts with others (B.4.b.)</li> </ul>	<ul style="list-style-type: none"> <li>• Develops control of small muscles for manipulation and exploration (A.3.b.)</li> <li>• Coordinates eye and hand movements (A.3.c.)</li> <li>• Shows ability to acquire and process new information (D.3.c.)</li> <li>• Develops an interest in creating and using symbols and pictures (C.3.g.)</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to develop personal relationships with peers (B.4.d.)</li> <li>• Shows interest in colors, shapes, patterns, and pictures (D.1.c.)</li> <li>• Develops an ability to be creative and expressive through art (D.5.b.)</li> <li>• Makes things happen and watches for results and repeats actions (D.1.d.)</li> <li>• Develops confidence with moving in space, moving to rhythm, and playing near and with others (A.2.e.)</li> <li>• Develops control of small muscles for manipulation and exploration (A.3.b.)</li> </ul>	<ul style="list-style-type: none"> <li>• Develops increasing ability to identify own emotional responses and those of others (B.2.g.)</li> <li>• Shows ability to cope with stress (B.3.a.)</li> <li>• Responds to and interacts with others (B.4.b.)</li> <li>• Responds to nonverbal and verbal communication of others (C.1.b.)</li> <li>• Develops skill and confidence with processes of art, such as drawing, collage, and painting (D.5.a.)</li> </ul>	<ul style="list-style-type: none"> <li>• Shows interest in colors, shapes, patterns, and pictures (D.1.c.)</li> <li>• Begins to develop interests and skills related to numbers and counting (D.2.f.)</li> <li>• Makes things happen and watches for results and repeats actions (D.1.d.)</li> <li>• Shows ability to cope with stress (B.3.a.)</li> <li>• Develops capacity to predict routines and regular events that make up the day or the session (B.3.b.)</li> </ul>